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ABSTRACT

This publication is an outgrowth of a cooperative effort by the Association of American Colleges and the University of Maryland to use the World Wide Web to disseminate information about promising diversity programs, courses, and campus life initiatives being developed by colleges and universities around the country. Descriptions of diversity programs at 26 institutions are grouped into five categories: (1) institutional mission and ethics; (2) curriculum and faculty development; (3) intergroup relations and campus life; (4) recruitment, retention, and admissions; and (5) campus-community partnerships. Contact information is also provided for each program. A list of schools participating in the Campus Diversity Initiative program is appended. (DB)

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Reasons for Hope

Promising Practices From The Campus Diversity Initiative

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What is the Campus Diversity Initiative?

The Ford Foundation's Campus Diversity Initiative is a partnership with American colleges and universities to promote understanding of cultural diversity as a resource for learning. The partnership reflects the belief that learning about the rich variety of human histories and traditions can further students' individual growth and deepen their understanding of our pluralistic democracy.

Since its inception in 1990, the Initiative has supported programs at 280 colleges and universities across the country, including two-year and four-year, public and private institutions. Only a small portion of the many diversity projects and continuing programs at CDI schools can be highlighted in this publication. The CDI began with a series of individual grants to residential colleges to work on diversity issues.

Over the years, it has expanded its network and the scope of the diversity initiatives it supports by including a variety of institutional clusters. The largest, numbering 162 institutions, was coordinated by the Association of American Colleges and Universities through its initiative, American Commitments: Diversity, Democracy, and Liberal Learning. Other partners in the CDI have included the Associated Colleges of the Midwest, the Great Lakes Colleges Association, the Hudson Mohawk Association of Colleges, the Western Interstate Commission for Higher Education, a coalition of historically Black colleges and universities led by Spelman College, the Washington Center for Improving the Quality of Undergraduate Education, and the American Association of Catholic Colleges and Universities. Through these clusters, the CDI has supported scores of projects on faculty development, student life, and curricular renewal.

Throughout its history, American higher education has examined and reexamined the curriculum to accommodate new scholarship and to meet emerging educational needs. Scholars are continually expanding the body of works about experience to include stories not yet told and to tell old stories from new perspectives. CDI institutions work to infuse their college curricula with this new knowledge.

Institutions and individuals in the initiative have also come to see that an understanding of diversity as a valuable educational resource suggests new institutional structures and collaborations across campus divisions and between campus and community constituents. In response to this insight, the institutions in the initiative have expanded the range of educational opportunities for students to learn about diversity, not only historically but also in real-world contemporary settings. CDI schools are also working to provide students with valuable skills to enable them to function in diverse workplaces and communities.

Many CDI projects have also included campus-wide institutional planning to make diversity central to the pursuit of educational excellence for all college students. The objective is to make the campus an inclusive community where students from varied backgrounds can live and learn together.

You will see in the organization of these promising practices the scope of campus diversity work. Hundreds of colleges and universities are now seeing diversity as an institutional priority and are therefore considering it in all areas of campus life—both in the classroom and beyond. As Carol Geary Schneider, president of AAC&U and founder of its American Commitments initiative, put it in the first issue of the CDI's newsletter, *Diversity Digest:*

> Diversity is a complex issue that touches on every aspect of our lives in society and on campus. Many Americans think it means race alone, or perhaps race and gender. But diversity issues actually challenge educators to reexamine our most fundamental assumptions about significant knowledge, cultural identity and privilege, connections across difference, inclusive community, and democratic principles. Above all, diversity asks us to address the links between education and a developed sense of responsibility to one another.

CDI institutions have come to realize that colleges and universities that make diversity central to their missions are stronger institutions. Just as it can strengthen the civic fabric of a nation, diversity can be a great source of institutional vitality for colleges and universities. CDI institutions see themselves as exemplary laboratories in which students can prepare themselves to strengthen America's civic cultures, participate effectively in our multicultural democracy, and make their way in our increasingly interconnected world.

Edgar F. Beckham
Coordinator, Ford Foundation
Campus Diversity Initiative

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About AAC&U

AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. Since its founding in 1915, AAC&U's membership has grown to nearly 700 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep student learning at the core of their educational programs as they evolve to meet new economic and social challenges. In pursuit of that goal, AAC&U supports the development and expansion of campus leadership, the critical examination and analysis of curricular purposes and educational values, faculty development, and the extension of the benefits of liberal learning to all.

Introduction

In 1995, with support from the Ford Foundation's Campus Diversity Initiative (CDI), the Association of American Colleges and Universities, in collaboration with the University of Maryland, developed a site on the World Wide Web to disseminate information about the hundreds of promising diversity programs, courses, and campus life initiatives that were being developed by colleges and universities across the country. DiversityWeb (www.inform.umd.edu/diversityweb) is now visited each month by over a quarter of a million people interested in learning from what other institutions across the country are doing.

While developing DiversityWeb and AAC&U's quarterly publication, *Diversity Digest*, project staff faced the daunting task of mapping a wide array of diversity initiatives. There has been a great deal of media attention devoted to controversies surrounding only a tiny fraction of these initiatives—usually those related to recruitment of diverse student bodies and interactions among different student groups on campus. Diversity programs, in fact, have been developed to address much more than these narrow concerns and can now be found in almost every location on campus. As you will see in the programs highlighted here, diversity programs are designed with a wide variety of goals in mind, but they tend to share a commitment to the value of learning about diversity issues in diverse environments.

To provide a sense of the breadth of work on diversity in higher education, we have organized this publication into five different sections:

- *Institutional Mission and Ethos*
- *Curriculum and Faculty Development*
- *Intergroup Relations and Campus Life*
- *Recruitment, Retention, and Admissions*
- *Campus-Community Partnerships*

In a short publication of this sort, we have been able to highlight only a very small number of the promising practices developed at schools that have been involved in the Campus Diversity Initiative. We encourage you to visit DiversityWeb to find hundreds of other programs and initiatives at CDI schools and other institutions around the country. Further, the colleges and universities involved in CDI have typically invested significant resources in developing multiple diversity initiatives, some of which have been supported through CDI, but many of which have also received support from other foundations or internal institutional allocations. While all of the colleges and universities highlighted

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here are CDI institutions, the programs featured have often received support from a wide array of sources. For specific information about these programs, we encourage you to contact schools directly and consult DiversityWeb, where some of these programs are described in more depth.

Higher education has much more work to do to achieve the best learning environments for an increasingly diverse set of students and to prepare all graduates with the skills and knowledge they will need to work in diverse environments and to build strong multicultural communities. The institutions represented here, however, have developed exciting programs that provide valuable models to help us reach these goals.

—Debra Humphreys
Director of Programs, AAC&U

"*While other institutions in society are also fostering diversity, higher education is uniquely positioned, by its mission, values, and dedication to learning, to foster and nourish the habits of heart and mind that Americans need to make diversity work in daily life…as a value and a public good.*"

—Frank Wong, late chair,
American Commitments
national panel,
Association of American Colleges
and Universities

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Institutional Mission and Ethos

VISION, COMMITMENT, AND LEADERSHIP are essential for systemic change in higher education. Diversity and democracy challenge us to move beyond our traditional institutional structures to engage, understand, and respect differences and similarities among people and cultures. An inclusive institutional vision encourages a nurturing and challenging intellectual and social climate for all members of the campus community.

Colleges and universities that are committed to institutional transformation are initiating change at every level of the campus. Research has shown that revitalized mission statements, the appointment of minorities and women to high-level administrative positions, organizational restructuring, and curricular transformation contribute to a healthy campus environment, including increased retention of underrepresented students and faculty. These outcomes are further strengthened by faculty and staff development programs, community outreach, and comprehensive student support services.

Promising Practices

San Francisco State University - San Francisco, California

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At San Francisco State University (SFSU), the Commission on University Strategic Planning has guided and engaged the campus community in renewing the university's dedication to diversity at all levels. In the words of SFSU's accrediting agency, Western Association of Schools and Colleges (WASC), the University is "on the leading edge, in the nation, of institutions dealing fundamentally with issues of diversity."

Diversity initiatives at SFSU are ongoing and are carried out through strategic planning, curriculum redesign, community service projects, student orientation, and other special programs. Strong presidential leadership has produced a vigorous, campus-wide commitment to diversity, which is reflected in the University Commission on Human Relations' set of "Principles of Conduct for a Multicultural University" (see p.4). These principles serve as a framework for SFSU's diversity work, contextualizing such initiatives as the establishment of a University Dean of Human Relations post; a special grant program to assist young faculty from underrepresented groups in pursuing research; an Institute on Disability; widely replicated student recruitment programs such as "Step to College;" and community service projects promoting literacy, health care, and conflict mediation.

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Principles of Conduct for a Multicultural University

As a major institution of higher education—public, urban, diverse—San Francisco State University has both an exceptional opportunity and a special responsibility to set forth, and to live by, principles which reflect fundamental respect for our fellow beings.

The SFSU Commission on Human Relations therefore recommends these general principles for building and strengthening our multi-ethnic, multi-cultural university community.

- The University is an environment in which all members, regardless of background, shall have equal access to opportunities to develop their full potential.

  The University is committed to the goal of a multi-cultural community that prepares and inspires its members for successful participation and effective leadership in a pluralistic society.

- The University welcomes diversity as an opportunity for teaching, developing, and promoting multi-cultural competencies and understandings. Racial, ethnic, gender, sexual identity, disability, religious, and other individual or group differences shall not be regarded as hindrances to success. Rather, they shall be treated as positive opportunities for the enrichment of our educational resources and the quality of our campus life.

- Behaviors which are intolerant, insensitive, or discriminatory are deemed unacceptable. As such, they shall be addressed openly, promptly, and constructively by the University, its administrators, faculty, staff, and students.

- Members of the San Francisco State University community shall willingly prepare for the future of this city, this state, and this nation in which there shall no longer be a "majority" society, in which each member has a genuine opportunity to be "first," and to achieve success and fulfillment.

- These are attitudes and behaviors which we shall take out into our communities and forward into our lives.

Promising Practices

Olivet College - Olivet, Michigan

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[illegible]

A commitment to diversity was at the center of a profound transformation undertaken at Olivet following a racial incident in 1992 that put the college into crisis. Led by its new president, Michael Bassis, the administration, faculty, and staff developed a new academic vision statement entitled "Education for Individual and Social Responsibility." To implement this vision, faculty developed 16 learning outcomes with one dedicated to diversity. These outcomes are now part of an expanded general education program that promotes diversity and intercultural understanding by requiring a first year course entitled "Self and Community" and a group of courses under the heading of "Living in a Diverse World" to serve as junior level diversity courses.

Together, the new academic vision statement and the accompanying Olivet Plan have provided curricular and co-curricular innovations. A diversity committee sponsors diversity events and identifies the diversity needs of the campus.

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As curricular and co-curricular changes have become institutionalized, there has been an increase in the recruitment of a diverse student body, faculty, staff, administration, and trustees. This has been especially important because the percentage of African American students went from approximately 15% in the early 1980's to 4% at the time of the 1992 incident. African American students now make up 12% of the student body and the numbers of other students of color and international students are also increasing. Faculty diversity has also increased to 22% in the fall of 1997.

The most recent element of Olivet's transformation has come in the form of the Olivet College Compact. This compact is a set of principles articulating what it means to be a responsible member of the Olivet College community. These principles serve as a guide to students, faculty, staff, administrators, and trustees alike. One of the seven principles deals directly with diversity and states: "I am responsible for treating all people with respect" and includes a commitment to creating "a positive and inclusive campus culture celebrating both the individual and cultural differences which make each of us unique and the similarities which bond us together."

The College Compact is the latest in a promising series of efforts to improve the campus culture that seems to be having an impact. As one student observed, "Two years ago I had some doubts about where the college was heading. Now I don't feel the tension in the air like I used to." Another Olivet student said of diversity, "We're proof that it can work."

Promising Practices

Eastern New Mexico University - Portales, New Mexico

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Eastern New Mexico University (ENMU) has always woven New Mexico's multicultural heritage into the lives of its students, staff, and community. The instructional, grassroots nature of multicultural activities on the campus has been one of the strengths of the school. With strong administrative support, ENMU articulated its diversity goals in a "Plan for Diversity" (1993-present), which constitutes a cohesive vision addressing important campus and community-wide concerns, from hiring and retention practices to student recruiting and campus climate.

Focusing on programs, services, demographics, and campus climate, the "Plan for Diversity" provides a blueprint for action to increase the participation and success of underrepresented groups, both as students and employees. Implementation of the plan builds on an institutional history of a three-part commitment to diversity: 1) programs and services that affirm the concerns and experiences of underrepresented campus groups; 2) preparation of all students to participate in a multicultural workforce and society; and 3) increased access to educational and employment opportunities at ENMU for underrepresented groups. The plan builds on academic programs, academic support services, hiring and retention efforts, and co-curricular services and programs supporting diversity that have long been in place on ENMU's campus.

ENMU's plan was at first a source of controversy. However, its clarity and conviction sustained the campus in the face of challenges, and the plan was strengthened through campus-community dialogue and debate. "Diversity is here defined to include but not to be limited to differences that may shape our learning and working environment," the statement affirms. "These differences include

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age, creed, culture, disability, ethnicity, gender, race, sexuality, and socio-economic status. These terms represent a current understanding of diversity—an understanding which will evolve as we discover and come to value our differences."

ENMU's "Plan for Diversity" recognizes that understanding differences does not end at the borders of the campus. Nor does the university have within its perimeters all the wisdom needed to appreciate and live with differences. The plan therefore articulates the need to engage with the off-campus community and to make ongoing accountability an important aspect of institutional planning. As a community, ENMU seeks to preserve and critique knowledge, enhance each student's development, and engage in self-reflection. It encourages students not only to preserve and transmit the traditions of society but also to challenge, critique, analyze, and revise them.

Planning

Bloomfield College - Bloomfield, New Jersey

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In 1987, Bloomfield College created a unified and coherent vision to transform itself into a multicultural institution on every level. It refocused its mission and strategic plan "to prepare students to function at the peak of their potential in a multiracial, multicultural society." New president John F. Noonan led the trustees and faculty to focus attention on every student's potential to succeed in a diverse college and society. This distinctive mission helped to secure and direct resources for college-wide change.

From 1989 to 1991, a competitive Excellence Initiative Grant from the New Jersey Department of Higher Education helped Bloomfield expand and create key programs and link diversity initiatives to a unified goal. "Toward a Multiracial, Multicultural Society" supported programs that reached every sector of the campus: faculty and curriculum development, human relations, leadership and mentoring, honors programs, information technology and arts programs, and visiting minority scholars programs. These initiatives have been mainstreamed into the college's regular operating procedures and continue to receive institutional, foundation, and corporate funding.

Bloomfield College's transformation involved a focused commitment to faculty and curriculum development. They developed a semester-long, interdisciplinary seminar with a preceptor-in-residence. Faculty undertook a year of individual study with preceptors in their own disciplines. Faculty also studied how to revise courses during a week-long summer workshop. A Teaching and Learning Center was established to broaden faculty development efforts and, after the initial grant money expired, to continue programming.

In addition to these curricular efforts, the Offices of Academic and Student Affairs collaborated to create a college-wide network of interdisciplinary, co-curricular programs designed to reach multiple populations in varied ways. Among these programs are Arts-as-Catalyst and an extensive Mentoring and Leadership Development Program to help bridge the gap between academic achievement and future success.

Bloomfield College's transformation has had a broad impact. More than half of the full-time faculty,

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plus twenty adjuncts and administrators who teach, have benefited from the Faculty Development programs. The freshman and sophomore core courses have been revised, and student life services have been redesigned. Moreover, between 1989 and 1996, the percentage of full-time minority faculty has increased from 5% to 26%.

The college's multifaceted approach to diversity has created a new atmosphere and energy on campus. The challenge to fulfill this mission and to build community from diversity is continuing. Diversity at Bloomfield is no longer an isolated initiative or project but, rather, the essence of the college.

Promising Practices

North Seattle Community College - Seattle, Washington

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In its 1990 mission statement, North Seattle Community College made a commitment "to create a climate that affirms and endorses our diversity." The college further pledged "to employ a staff that reflects the diversity of its students, . . . to implement multicultural and gender-balanced education throughout the curriculum, to provide services that address learning and physical disabilities, to support faculty and staff development, and to make the community aware that the school welcomes diversity."

With this clarity of vision, campus leaders developed a five-year plan for the college at a 1992 retreat called by then-president Peter Ku. The retreat set specific goals, timetables, and action steps to guide the college's diversity work, and the plan addressed a broad array of issues including student enrollment, retention, and completion rates, student employment, institutional climate, and curricular change.

To implement and monitor the plan, North Seattle set up a Campus Diversity Committee that includes faculty, staff, and administrators. At the center of North Seattle's diversity efforts is its multicultural course requirement, which includes the following goals for students:

- The understanding of the U.S. as a multicultural society, including its diverse history and cultural roots, the continuing evolution of its diverse communities, and the ways in which one's attitudes, perspectives, and beliefs are shaped by diverse elements of one's background; and
- The ability to deal constructively with information, ideas, and emotions associated with issues of diversity and conflict, including culture, ethnicity, race, gender, religion, age, sexual orientation, and abilities.

This requirement must also promote a more reasoned understanding of cultural/ethnic/racial differences and similarities in the U.S. and focus on at least three of the five predominant cultures of the U.S.—African American, Asian American, Chicano and Latino American, European American, and Native American—and their role in the formation of the American experience.

To support the requirement and the action plan, North Seattle has developed numerous faculty and staff development opportunities and has administered several surveys to continue to measure progress. David Mitchell, then-Vice President for Instruction and current president of South Seattle Community College, believes that careful planning was crucial in moving forward on diversity because it provided a foundation and a direction for the college as it engaged in research, study, and discussions about cultural pluralism.

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"*When someone with the authority of a teacher, say, describes the world and you are not in it...(it is) as if you looked into a mirror and saw nothing.*"

—Adrienne Rich, poet

Curriculum and Faculty Development

ALMOST ALL SCHOOLS IN THE CAMPUS DIVERSITY INITIATIVE have developed programs to transform their curricula and especially their general education programs to address issues of diversity. Campuses across the country are taking advantage of the explosion of new scholarship about the diversity of cultural traditions and histories in America and around the world. As a result, college courses today offer students a deeper and more complete picture of America's culture and history and are preparing them for increasingly complex and diverse communities and workplaces.

More colleges and universities are now requiring students to take at least one course addressing diversity. Institutions that have had requirements for many years are also measuring the impact of these requirements on their students. They are finding that a diversified curriculum helps bridge differences, both on campus and in society. Multi-institutional research is also beginning to document that diversity courses have positive effects on openness to racial understanding, overall satisfaction with college, and cognitive development in all students. One 1996 study, in particular, found that multicultural courses had a positive impact on white students' sense of community, cultural awareness, and interest in promoting racial understanding.

Promising Practices

State University of New York at Buffalo - Buffalo, New York

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SUNY at Buffalo developed a one-semester course, "American Pluralism and the Search for Equality," required of all second-year students. This course follows a world civilization general education course with a cross-cultural and comparative perspective that is generally taken in the first year. "American Pluralism and the Search for Equality" teaches students about the enriching aspects of cultural pluralism as well as the negative consequences of prejudicial exclusion. The course focuses on contemporary and historical issues of race, ethnicity, gender, social class, and religious sectarianism in American life. It examines the multicultural, multiethnic nature of American society from the viewpoints of men and women and of people of diverse ethnicities, social classes, and religious creeds. Faculty members teaching this course have attended three-week summer faculty development workshops that focus on course content and pedagogy.

SUNY does yearly evaluations of this course. Students consistently report that the course allows consideration of issues they have little experience discussing in other public settings. In one evaluation, it was reported that in the midst of a heated campus debate in which race figured prominently,

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it was students from "American Pluralism" who were most informed about the issues. Students who have taken the course also strongly support the continued requirement of this course for all students.

Promising Practices

Fort Hays State University - Hays, Kansas

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"Diversity in the United States: Moral and Civic Competencies for 21st Century Democracy" links knowledge about diversity and the benefits and problems of cultural pluralism in the U.S. to an awareness of civic responsibilities. The course's threefold purpose is: 1) to analyze the influence of U.S. culture and social environment on people's attitudes and behaviors, especially prejudice and discrimination; 2) to analyze U.S. democracy and the ideals that have served to help unify our culture and to examine the historical and contemporary relationships among selected minority groups; and 3) to offer students opportunities to analyze, practice, and understand the importance of civic competencies through active participation in discussion of literature, films, simulation games, and writing groups.

The course enables students to synthesize knowledge about the history and traditions of the United States with an understanding of the dynamics of unequal power relations between groups in contemporary society based on race, ethnicity, sexual orientation, gender, and class differences. This allows them to analyze their own attitudes, behaviors, and beliefs regarding diversity, racism, and bigotry, and in so doing, to improve self-awareness and develop practical skills necessary for functioning in a culturally diverse society.

Promising Practices

Simmons College - Brookline, Massachusetts

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An interdisciplinary team of faculty members developed a course called "Culture Matters: Borders and Bridges in Multicultural America" now required of all Simmons students. The course is organized around the concepts of culture and identity. Course developers believe that "culture matters" for the kind of community and society we become. The course suggests that our society exists and changes within a constantly shifting sea of cultural influences that reflect multiple differences of race, religion, ethnicity, gender, sexual orientation, age, physical and intellectual competence, and class, among others. This course also assumes that diversity can be a source of a community's vitality. Finally, the course suggests that culture matters in three other ways: for how our society shapes our individual identities; for how we learn from our past; and finally, for how each individual actively participates in shaping and recreating society's institutions.

With this intellectual framework and using Ronald Takaki's book, *A Different Mirror: A History of Multicultural America* as its key text, this course provides an introduction to the cultural histories of the diverse peoples of the United States. It also helps students to analyze how cultural identities have shaped their own personal identities.

Students maintain portfolios of their papers and presentations throughout the course. Each time the course is offered, a new social issue is examined in the final section. One recent topic focused on

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the book, *The Bell Curve: Intelligence and Class Structure in American Life* by Charles Murray and Richard Herrnstein. Students examined Murray and Herrnstein's arguments and read a variety of criticisms of the book. They also heard guest lectures from professors of Mathematics and Biology and were encouraged to analyze the scientific and statistical content of the book.

Promising Practices

University of Maryland - College Park, Maryland

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As part of a large number of integrated diversity initiatives, the University of Maryland (UMD) has developed a continuing Curriculum Transformation Project (CTP). CTP was initially developed in 1989 to enhance the quality of education for undergraduate women by integrating more materials on women and gender into the undergraduate curriculum. Its mission has broadened to include other forms of diversity, particularly race, class, sexuality, and ability. CTP has a full-time director and has been instrumental in transforming hundreds of courses and teaching techniques across the University, primarily through its annual five-week Summer Faculty Development Institute during which faculty members read and discuss new scholarship. Each participating faculty member is obligated to revise the syllabus of at least one course to include more materials on women, gender, race, and other forms of diversity. In addition, each faculty participant is expected to make at least one presentation to the University community based on his or her summer's work and subsequent course revisions.

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Working closely with the Women's Studies Program, CTP also organizes and co-sponsors campus events, including lecture series, faculty study groups, seminars with visiting scholars, and a conference. The Project Director also conducts departmental workshops on curricular change in specific disciplines and serves as a resource in various local and national settings.

A quantitative instrument designed by CTP to assess faculty self-perceptions about the inclusiveness of their teaching and research shows a clear, consistent increase in inclusiveness as a result of CTP work. Qualitative follow-ups with faculty indicate that many have subsequently reframed their research, presentations, and participation in professional associations as a result of the seminar.

Because University of Maryland is a research university, CTP Institutes have focused on the intellectual and conceptual dimensions of diversity. However, it has also conducted several sessions on classroom climate and pedagogy and devised useful exercises for classroom use. Unlike many individual faculty development activities, this continuing program ensures that UMD faculty members have opportunities to translate the latest diversity scholarship into effective curricula for Maryland students.

Promising Practices

Haverford College - Haverford, Pennsylvania

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Building on its Quaker traditions, Haverford College has emphasized the importance of community values and consensus building as it has revised and developed its multicultural curricular requirements.

Haverford students could fulfill their original 1984 diversity requirement by completing a course on (1) the history, perspectives, or cultures of non-Western peoples, U.S. minorities, or women; or (2) the nature, history, and workings of prejudice. However, when a committee reviewed this requirement, two significant facts emerged. More than 150 courses had been developed over the decade for category one. By contrast, very few courses on prejudice had been created. As a result of this finding, in 1990, faculty members adopted a new "Social Justice Requirement" that focuses not on a particular culture or group, but on the critical analysis of prejudice and discrimination.

Leaders at Haverford also wanted to move beyond the single course to "making diversity an intrinsic and inescapable part of all majors." Haverford has sponsored interdisciplinary faculty seminars to support the development of new or revised "social justice" courses. Faculty members work with colleagues across departmental lines and focus on shared concerns about pedagogy.

Recognizing the need for campus-wide faculty, staff, and student development around issues of diversity, Haverford institutionalized diversity training programs for students, faculty, and administrators to foster the mediation, communication, and pedagogical skills essential to effective teaching in courses and to other campus life programming. It also encouraged connecting curricular offerings to other campus life programs.

An evaluator notes that "Haverford has been as successful in its ability to create as many diversity courses as it has and have as rich a conversation as it does because diversity is integral to the college's

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mission." It was "extremely important that [the] campus have a variety of forums and arenas where students can carry on their developmental issues beyond the classrooms."

Planning Practices

St. Edward's University - Austin, Texas

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Since 1991, St. Edward's University has had a core curriculum addressing both domestic and global diversity issues. The required core curriculum consists of 57 credit hours spanning all four years. Within the 57 hours is the 18-hour requirement in Cultural Foundations. The purpose of these six required courses is to help students develop a balanced understanding and appreciation of their own and other cultures. The courses are multidisciplinary, two of which focus on gender, race, ethnic status, and social class in American Society. Other courses in the core focus on Western Civilization and explore non-Western societies and related global issues. The six courses that comprise the Cultural Foundations curriculum include "Literature and the Human Experience," "Understanding and Appreciating the Arts," "The American Experience," "American Dilemmas," "The Identity of the West," and "Contemporary World Issues." Experiential learning/service learning components have recently been added to some Cultural Foundations sections, and two sections of "Literature and the Human Experience" and "The American Experience" are linked with the second semester of freshman composition.

Core faculty groups were formed to develop master syllabi and design and participate in faculty development workshops for each course. St. Edward's also appoints a faculty coordinator for each of the six courses. This coordinator oversees the development of syllabi and other materials for each section and supports the program with ongoing faculty development opportunities.

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"*Even though we live in a nation where issues of race are continually in the news, few of us have learned how to talk across racial lines. Our silence, aggravated by persistent social segregation, means that college is often the first opportunity many Americans have to live and work in a multiracial setting, and to engage in multiracial dialogue....I've learned that dialogue about racism can be a powerful catalyst for change.*"

—*Beverly Daniel Tatum, Dean of the College, Mt. Holyoke College*

Intergroup Relations and Campus Life

RESEARCH HAS SHOWN THAT PROGRAMS WHICH SUPPORT STUDENTS' INVOLVEMENT with their own affiliated communities complement efforts to bring diverse groups together as a unified campus community. Campus life programs (including theme housing, student organizations, counseling, and special events) give students the support they need to interact openly and confidently with different campus groups. Intergroup relations programs (including curricular and extra-curricular dialogue, conflict mediation workshops, and intercultural events) allow students to learn about the diversity that exists within campus groups thought to be homogeneous and about the commonalities that unite groups thought to be different. At CDI campuses nationwide, efforts to promote dialogue across differences are fostering deeper connections and strengthened campus communities.

Promising Practice

University of Michigan - Ann Arbor, Michigan

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At the University of Michigan, the Program on Intergroup Relations, Conflict, and Community (IGRCC) is an innovative effort to educate students and members of the community about intergroup relations and various forms of conflict among social groups. It links formal academic coursework to the living and social experiences of students outside the classroom. People from various social and racial/ethnic backgrounds are brought together to discuss commonalities and differences, address issues of conflict, and learn how to deal with these issues constructively.

Since its inception in 1988, IGRCC has bridged academic and student affairs units, including the College of Literature, Science and the Arts (LS&A), the Office of Academic Multicultural Initiatives (OAMI), the Housing Division, and the Division of Student Affairs. It has developed and implemented curricular and co-curricular activities that explore social conflict and intergroup relations in the living/learning context of student life.

LS&A faculty and professional staff have developed more than eighteen new undergraduate courses focused on the theory and practice of intergroup relations. Through team-teaching and innovative instructional strategies, IGRCC instructors have been instrumental in the development of multicultural teaching techniques and diversity courses at Michigan. Coursework includes both general introductions to intergroup relations and conflict, and specialized mini-courses addressing the particular experiences of different racial, ethnic, and cultural groups nationwide.

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In addition to coursework, the program has also spawned a new form of student discussion—intergroup dialogues. IGRCC sponsors 8-10 dialogues per term investigating issues of race, ethnicity, gender, religion, sexual orientation, and other intergroup differences.

Promising Practices

St. Lawrence University - Canton, New York

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Since 1987, St. Lawrence University's First-Year Program has brought together first-year students in living-learning communities that actively examine issues of diversity and commonality as the students interact within academic courses and outside the classroom in social activities. All first-year students live in residences organized around a required course. Called residential colleges, these living-learning units of 50 students each are staffed by a team that cuts across major structural divisions of the university: students, faculty, and residential life professionals. Each team consists of: three faculty members who team-teach the courses and serve as academic advisors, two or three upper-division students who serve as college assistants, one upper-division student mentor or tutor, and a professional residential coordinator. One of the goals of these residential learning communities is to help students understand how critical intellectual inquiry can directly inform their experience, both subjectively—through individual reflection on identity, beliefs, and values—and socially, through the choices they make about how they live together. Courses taught in this program also seek to enhance communication skills. There is also an effort to choose themes that intersect with many issues students regularly experience as they try to negotiate relationships in the residence halls.

Some of the living-learning community topics have included: Personal Identity in American Society; Reflections and Connections: Self, Nature and the Environmental Crisis; The Family; What is North America; The Wisdom of the Ancient World; Mental and Physical Health Values; and The Nature of Knowing.

Promising Practices

Iowa State University - Ames, Iowa

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Iowa State University (ISU) offers an unusual one-credit course, "Dialogues on Diversity," that explores diversity within the context of the ISU community. It is unique because it is taught by teams that include faculty members, staff members, and students. It was developed as a spontaneous response to concerns about improving the campus climate. The course provides an opportunity to foster greater awareness of diversity; stimulate thinking and communication about diversity on personal, legal, and strategic levels; and help students develop a better sense of their own values. Students discuss the university environment and ISU policies, such as those on sexual harassment and affirmative action. They explore issues of personal responsibility and community-shared values. The course ends with a session on "Creating Community at ISU: Making an Action Plan."

A similar professional development (non-credit) course is administered by the Department of Human Resources Services Office of Training and Development. The course is also part of a program called Maximizing Opportunities for Staff to Achieve an Inclusive Campus (MOSAIC). MOSAIC offers

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customized programs to the university's colleges, departments or administrative service units that wish to implement diversity training for their entire office. Among its offerings are a Diversity Players Theatre, film screenings, panel discussions on race, gender, and sexual orientation, and workshops on intercultural communication.

Promising Practices

University of Maryland - College Park, Maryland

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At the University of Maryland, an organization founded by student leaders has confronted the challenge of simultaneously supporting student groups and facilitating a strong campus community. Called the Advocacy Board, it meets regularly to work around the principle that student groups working together can create more change than student leaders working in isolation.

Founded on the principles of collaboration, the Advocacy Board is chaired by the Vice President of Human Relations of the Student Government Association (SGA), a position that is rare in student governments nationally. The Vice President is charged with advocating for the needs of underrepresented populations, improving relations between various campus communities, and addressing areas of discrimination or inequity. The Advocacy Board thus helps inform the SGA about issues facing different campus communities and creates a regular space for the campus leaders to learn about and work with one another.

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Since its founding in 1997, the Advocacy Board has worked with an administrator from the Office of Human Relations on developing its agenda. In its first year it identified three main goals: 1) supporting the implementation of the Asian American Studies Program and other interdisciplinary studies programs; 2) working toward the creation of a Lesbian, Gay, Bisexual, and Transgender resource center; and 3) reforming the Office of Multi-Ethnic Student Education to make it more user-friendly. In working toward these goals, the Board meets with a variety of academic and student affairs administrators on a regular basis.

For faculty, staff, and administrators, the Advocacy Board is now a bellweather of student opinion on campus. It is an effective voice for students and is evolving into an effective vehicle for learning, as well. Members of the Board are taking Advocacy Board classes to continue to hone leadership skills and learn more about conflict resolution, cross-cultural communication, and negotiation theory.

Student Leaders from the following campus communities are part of the Advocacy Board: the Latino Student Union; the Black Student Union; the Lesbian, Gay Bisexual Alliance; the Jewish Student Union, the Interfraternity Council, the Asian American and Native American Student Unions, the Organization of Arab Students, the Student Black Women's Council and the Women's Circle.

Arizona State University West - Phoenix, Arizona

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The mission of the Intergroup Relations Center (IRC) at Arizona State University West is to promote positive intergroup relations among students, faculty, and staff and to improve the campus climate for diversity at ASU. In pursuing its mission, the IRC focuses on: (1) intergroup dynamics within the context of higher education and (2) promoting change in intergroup relations at the personal, group, and structural levels. The process of change is participatory and collegial. The core assumption guiding the IRC is that diversity is an asset that can be utilized to enhance the growth of the ASU community as well as to achieve specific educational outcomes.

The IRC is proactive in its efforts to improve the campus climate for diversity. Its three main functions include education and training, resource and data collection, and research and curriculum development. Intergroup relations education and training are provided to students, faculty, and staff, and conflict prevention and mediation services to the ASU community. Faculty development is facilitated through the IRC's regular collection, development, and dissemination of training and educational resources. IRC also regularly distributes information on discrimination and hate crimes.

IRC programs include workshops on crosscultural communication; personal and social identity; becoming an ally; stereotyping; and male-female communication. An Intergroup Relations Retreat brings approximately 80 ASU student leaders together for four days of training and leadership development every year. "Voices of Discovery" is also an intergroup dialogues program which promotes interaction between different groups on campus around issues of race, ethnicity, sexual orientation, class, disability status, religion, and other social identities. Story Circles provide firsthand accounts of personal and professional development, and the Anti-Hate Campaign provides strategies

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for combating all forms of discrimination on campus. Finally, the Crosscultural Community Service project allows students an opportunity to expand their understanding of intergroup relations, develop cultural competency, experience intercultural contact, expand their world views, increase their knowledge of other groups, understand and practice community service, and challenge their prejudices and stereotypes while making a contribution to the community. The success of the many programs sponsored by the IRC can be summed up in the following Retreat participant's comment: "I am now more aware of my actions. I feel a true responsibility to make change within me to make a difference in my environment."

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"Sitting in class with fellow students of different cultures, ages and life experiences goes a long way toward shattering stereotypes and encouraging critical thinking. It makes for a healthy learning environment and a healthy society."

—*Kenneth J. Minnaert, president, South Puget Sound Community College*

Recruitment, Retention, and Admissions

Affirmative action has substantially expanded educational opportunities for white women, people of color, disabled people, the economically disadvantaged, veterans, and other groups. Unfortunately, current controversy over the value of race-based affirmative action for higher education sometimes overlooks the continuing struggles of people seeking equal access to education and employment. Research indicates that affirmative action benefits minority students, colleges and universities, and society at large. In a national poll a majority of American voters recently asserted overwhelming support for the goal of diversifying college campuses through explicit recruitment and retention efforts.

Colleges and universities are confronting the challenge of recruiting and retaining students and faculty from underrepresented groups with innovative programs, especially in areas where affirmative action is prohibited or threatened. From research, strategic planning, curriculum reform, and faculty development to national activism and collaboration with local communities, CDI campuses are demonstrating their commitment to access, equity, and excellence in higher education.

Promising Practices

Arizona State University - Tempe, Arizona

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At Arizona State University (ASU), efforts are directed at reflecting the larger community in the composition of the faculty, staff, and student body. To that end, equal employment opportunity includes but is not limited to: recruitment, hiring, promotion, compensation, university-sponsored training, education, tuition assistance, and social and recreational programs.

Student recruitment and retention efforts are strengthened by the Multicultural Advancement Program (MAP), created to provide minority students with academic and personal support. MAP is built upon a triangle of services: academic, cultural, and emotional. MAP counselors teach academic enhancement courses, serve as advisors to student organizations, and provide individual counseling. A number of recruitment programs focus on specific communities and include summer programs for prospective students and orientation programs for incoming first-year or transfer students. Programs also assist students with transition to and retention at ASU by addressing culturally specific issues. Courses that address career development, leadership training, and personal effectiveness training are also offered.

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Faculty recruitment efforts are also focused on assuring equal opportunity and increasing diversity. Institutional self-study recommendation status reports demonstrate progress in diversifying the faculty. The Campus Enrichment Program at ASU-Main encourages departments to expand recruiting efforts and provides assistance to departments in hiring faculty for programmatic, cultural, interdisciplinary, and dual-career enrichment. Similar efforts are also occurring at ASU-West and ASU-East.

Addressing climate issues is also a major component in enhancing recruitment and retention efforts. The Intergroup Relations Center (IRC) and the Campus Environment Team (CET) offer a variety of services and programs aimed at education, skill-building, assessment, communication, and research in all aspects of diversity. The goals of these programs are to offer opportunities to the campus community to continue to address issues as they arise and to prevent destructive conflict.

Promising

Ramapo College of New Jersey - Mahwah, New Jersey

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Ramapo College's 5,000 students and nearly 600 faculty and staff form a demographically and culturally diverse community that both reflects and promotes the College's goal of international and intercultural understanding. Every year Ramapo recruiters visit almost every high school in New Jersey, including those located in the State's urban centers. An Affirmative Action Committee provides leadership in an institution-wide proactive effort to increase racial/ethnic/gender diversity on campus. It also serves to educate and sensitize the campus community about affirmative action policies and cultural diversity. Members of the committee serve as monitors of affirmative action policy and procedures for each search and screen committee. Assignment to the Affirmative Action Committee is open to all faculty, students, professional, and support staff. Appointments are made according to academic or administrative unit, experience at Ramapo, and interest. The Ramapo admissions office also works with various community organizations to promote diversity within the incoming first-year class.

Ramapo's affirmative action, recruitment, and retention efforts have also thrived under the auspices of the New Jersey Commission on Higher Education: Educational Opportunity Fund (EOF). Begun in 1968, the program's mission was to make higher education in New Jersey accessible to academically underprepared students who did not have the financial resources to attend college. Distinct features of Ramapo's EOF program are:

- Financial aid packages, including Ramapo College Grants and scholarships that, when combined with state and federal grants, cover all first year educational expenses for freshmen and EOF Merit Scholar transfers. The following years' expenses are covered based on academic merit requirements.
- A six-week residential summer program, the Pre-Freshman Summer Studies Academy, where college coursework is completed prior to fall enrollment. During succeeding summers, students are awarded grants for summer session study which may include domestic/international co-op placements and study abroad enrollment.
- Private tutoring, group study programs, and academic success and learning strategy development courses offered by the college.

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- Student career planning activities, including enrollment in the college's Career Achievement course.
- Opportunity for leadership development, which may be pursued through enrollment in a two-year service-oriented program, "Leadership In Service To Society."

Promising Practices

Southwest Texas State University - San Marcos, Texas

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At Southwest Texas State University (SWT), a recent letter from the president to the campus community affirmed minority student and faculty recruitment and retention as one of the four goals for the next six years. In pursuit of that goal, SWT uses its faculty database and national network to recruit new faculty. The database is used to identify faculty for departments that do not have minority representation proportionate to the population. Meanwhile, Career Services offers a high school component of the National Minority Expo, a career education program, to high school juniors and seniors across Texas and provides motivation to further their education. More than 800 high school students participate. This effort has significantly increased the visibility of SWT and exposed students to numerous educational and employment opportunities that exist at the university.

SWT's most productive minority student recruitment program continues to be the Office of Admissions High School Recruitment Travel program by the Admissions Office. More than 9,000 minority students throughout the state are contacted through this program.

Other major recruitment activities are the Phone-a-thons conducted by faculty and staff of the Black Faculty/Staff Coalition and the Hispanic Policy Network. Additionally, admissions and financial aid workshops are held in strategic areas of the state.

Finally, the Office of Multicultural Student Affairs supports 18 non-Greek minority student organizations that collectively form the Multicultural Students Affairs Advisory Council. Approximately 320 students are involved in these organizations, which serve as a support system for students and foster multicultural understanding throughout the campus.

Promising Practices

Seattle University - Seattle, Washington

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At Seattle University, a Recruitment and Retention Plan for Women Faculty and Faculty of Color has been approved by the Deans' Council and the Office of the Provost for inclusion as part of the university's academic plan. The plan was formulated in response to the lower rate of minority faculty recruitment, compared to the much higher rate of minority student and staff recruitment in recent years. The Deans' Council is implementing the plan on a three-year pilot basis, inviting the Academic Council and the Faculty Senate, as well as schools and departments, to provide feedback from their experiences.

The plan recognizes that "individual departments and chairs cannot be expected to be successful in finding and hiring women and persons of color on their own" and that there is a need for administrative support in such areas as professional minority and women "vita banks," names and phone

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numbers of minority institutions and "networks" of people in various fields; practical handbooks, workshops, and seminars on recruiting techniques; and additional funds to travel to conferences for recruitment purposes.

The plan also reflects the need for campus-community collaboration in its efforts to recruit minority faculty. The university is not "an isolated entity independent of the Seattle minority community and alumni," the report asserts. "They [minority faculty] provide a wealth of resources among themselves that could assist the institution in its recruitment and retention efforts. The use of our alumni of color would provide the means for them to become invested in the diversity goals and would act as a testimony of the University's commitment to action."

Selected Activities/Resources to Facilitate Recruitment and Retention of Women and Faculty of Color

(Excerpted from the Recruitment and Retention Plan for Women Faculty and Faculty of Color)

- The Provost will maintain a general pool of funds to supplement offers to faculty of color and women faculty in cases where Deans desire assistance in constructing a competitive offer through non-salary incentives.
- The Provost will maintain a general pool of positions to assist in the hiring of women faculty and faculty of color, for use by units that do not have immediate vacancies. Such positions are on loan to the unit, and the unit will have up to five years to fund permanently the individual recruited within the unit.
- Departments will identify and hire ABD candidates of color and women candidates with reduced teaching loads so that they can finish their dissertations relatively undisturbed and at good salaries.
- Departments will hire retired professionals of color and women as part-time, adjunct, or visiting instructors. This strategy will be enhanced through programs that train all part-time, adjunct, or visiting instructors in innovative teaching techniques.
- Seattle U. will establish a graduate fellows program which identifies graduate students who are women or people of color and assist them financially through a program where the university will repay a certain percentage of the loans incurred by the fellow for each year of service at Seattle University after completion of the Ph.D.
- Seattle U. will provide annual workshops for department chairs (or a faculty member designated in the department) for the purpose of identifying vacant positions; providing them with resource materials, tips and strategies; and providing a supportive environment to discuss disappointing search results and share success stories and experiences.
- Seattle U. has developed a handbook that covers such areas as (1) developing position descriptions, (2) advertising, (3) networking, (4) telephone and conference recruiting strategies,

(5) responding to the candidate's dossier, (6) evaluating the candidate, (7) the campus visit, (8) interviewing techniques, and (9) documenting the search process.

Promising

University of California, Berkeley - Berkeley, California

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In 1996, The University of California, Berkeley launched the Berkeley Pledge, a multi-faceted program designed to fulfill the university's commitment to diversity and quality in higher education. The Pledge aims to increase academic achievement, strengthen academic support services, sustain high recruitment, retention, and graduation rates, diminish financial barriers to higher education, and develop lasting outreach models. This ambitious program was hailed as a national model by U.S. Education Secretary Richard Riley in his 1998 State of Education address.

In its first three years, the Pledge seed-funded four distinct outreach models in four major Bay Area School Districts in order to develop a K-12 connection to help the schools improve the academic achievement of underrepresented and disadvantaged students and better prepare them for college studies. Through the program, the university brings three primary outreach services—student tutoring and mentoring, teacher development, and curriculum reinforcement—to all of its K-12 partners.

The Berkeley Academy is a collective of Berkeley outreach programs that provide services to K-12 schools, teachers and students and aims to increase the numbers of students from underserved populations who are eligible to enter Berkeley. The Berkeley Volunteer Corps provides service learning opportunities for Berkeley students, and academic and social support for potential Berkeley students. A technology based initiative, the Interactive University, provides on-line tutoring and mentoring, teacher development, and classroom enrichment to partner K-12 schools via the internet while also providing another means of outreach for recruitment.

Through the Pledge, the university has also used mini-grant funds to coordinate collaborative recruitment activities between student and alumni groups, and among academic departments. These efforts were highly effective in admitting applicants from underserved populations. Expanded employment opportunities for undergraduate students, along with increased undergraduate scholarships, have also helped to strengthen retention rates. Special programs for commuters, first generation immigrants, and other populations who may need support early in the first semester of school are contributing to an improved campus climate and to students' interest in pursuing graduate and professional study.

In February 1998 U.S. Secretary of Education Richard Riley praised UC Berkeley's Berkeley Pledge as a model of educational partnerships between universities and public schools: "Imagine if these kinds of opportunities, these kinds of partnerships were available in every middle school. If we could model this kind of partnership [nationwide], it could really make a difference."

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"*Dynamic connections between a campus and its neighboring communities have become an important new frontier for diversity learning. In order to envision richer forms of community, students need to discover and learn to value communities and groups they may long have avoided…And they need to learn a long list of practical skills—listening, empathy, fairness, dialogue, conflict resolution, collaborative problem-solving—in the face of disagreement.*"

—*Carol Geary Schneider, President, AAC&U*

Campus-Community Partnerships

GIVEN THE COMPLEXITY OF DIVERSITY ISSUES BOTH ON CAMPUS AND IN SOCIETY, many colleges and universities are turning to their local communities to develop innovative partnerships and learning opportunities. These dynamic connections between campus and community have become an important new frontier for diversity learning. In order to learn how to forge stronger multicultural communities, students are engaged in hands-on projects in the community, often with people they previously knew little about. In that process they are asked to cultivate important practical skills—listening, empathy, fairness, dialogue, conflict resolution—in order to solve problems collaboratively.

CDI schools are responding to this challenge by expanding opportunities for community involvement and course-based service learning. Students are working in shelters, assisting in troubled schools, and reclaiming community parks and centers. Students are also taking research questions into the community and engaging in campus-community dialogues. Through these new connections, students are discovering entirely new arenas for learning and are becoming both prepared and inspired to take on the challenges facing America's increasingly diverse communities.

Promising Practices

City University of New York, Queens College - Queens, New York

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As a diverse, urban commuter college, Queens College is committed to a wide range of programs and activities to increase sensitivity to, knowledge of, and the benefits to be derived from local, national, and global diversity. Students at Queens are learning how diverse communities function and how research and scholarship can be used to understand and solve pressing social problems. To facilitate this learning, Queens developed an innovative student/faculty research program in which teams of students collaborate with faculty on research projects in the community. Students delve into pressing issues by directly experiencing the challenges and promise of diversity in local communities. They learn about each other's diverse backgrounds and about the knowledge they each bring to the project from their own home communities.

Unlike most Queens faculty members, many students at Queens come from the communities in which these research projects are conducted. This allows them to see the educational value of their own experiences and the practical benefits of scholarly pursuits. One of these research projects examined relations among African American and Asian residents in Brooklyn directly following a boycott of a Korean grocery store by African American residents. Students, many of whom were

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Asian American or African American and from the local community, conducted interviews and found that there was less animosity between the two groups than many assumed given the media's description of the boycott. One of only two white students in the project remarked on what he learned in preparing the survey: "We discussed everything with the Black and Korean students, which gave us all broader perspectives on the questions we needed to ask." An African American student reported that the project gave all of the students deeper insights into multiple perspectives on racial questions. "We met and freely discussed the survey results. We argued back and forth. I learned from the Korean students that Korean merchants are not getting rich off these small stores. It helps me to understand that they are being exploited as well."

Sociology professor Andrew Beveridge mentored a group of students on another project that used the latest Census data to show the distribution and economic status of ethnic groups in Flushing. He notes that "the college team is especially qualified to learn from and to understand these data, since they bring a unique perspective on the communities being studied." Other projects at Queens have involved research on variations in New York City dialects, including how English is spoken in new immigrant communities, as well as a project on the effects of immigration on women and family relations.

Promising Practices

Santa Ana College - Santa Ana, California

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Through its Campus Diversity Cultural Resource Through the Arts Initiative (CRAI), Rancho Santiago Community College District has developed a project aimed at integrating the arts into the efforts of colleges and universities to respond more creatively to our society's growing diversity. The larger, Ford-funded initiative (Campus Diversity Cultural Resources Initiative or CDCRI), of which this project was a part, aimed to demonstrate how cultural resources on and off campus can help colleges and universities employ diversity as an educational resource. Santa Ana College was one of eight campuses selected across the U.S. to work collaboratively to create a plan for integrating the work of local artists and other cultural resources into each institution's diversity programs. Another objective of the initiative was to foster an atmosphere conducive to curriculum change.

Under its program, Santa Ana provided workshops run by curriculum specialists to guide the review of General Education Requirements, the development of a shared curriculum in the Fine and Performing Arts, and the development of a module from Dance, Music, Speech, Theatre, and Visual Arts that would facilitate the incorporation of the arts in teaching diversity issues in humanities, social sciences, math, science, business, technology, medicine, exercise science, and human development.

A partnership linking the Fine and Performing Arts curriculum with the Freshman Experience Learning Community and with the Title III Basic Skills Program has also been developed. Santa Ana faculty have linked with faculty from the Santa Ana High School and from Taller de San Jose, a local art school, to address curriculum development, shared goals and objectives for education, and to involve community partners in the business community in diversity issues on campus.

Other outcomes of these various initiatives include the development of a Mural Program; meetings on workforce preparation, service learning, and transfer to four-year college programs among representatives from community (business, government, education) and RSC faculty; and the development of a Mentorship Program between Faculty and Students in the Fine and Performing Arts.

Promising Practices

Pitzer College - Claremont, California

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One of the three main objectives in Pitzer College's mission is "Concern with Social Responsibility and the Ethical Implications of Knowledge and Action." The mission challenges students to evaluate the effects of actions and social policies and to take responsibility for improving their communities. By integrating practical skills with interdisciplinary and intercultural understanding, service learning at Pitzer has become a major vehicle for integrating the mission into the routine life of the school.

Since the early 1990's, the Sociology department at Pitzer has offered courses in which sociological theory is integrated with fieldwork and community service. These courses allow students to work with local schools, clinics, and unions. For example, "Community and Social Responsibility" involved more than 40 students during two semesters in the study of race relations in the Alhambra School District. The students' research was used by a parent coalition, the Multicultural Community

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Association, to question school district officials about the systematic grouping of Latino students at lower ability levels, the effectiveness of disciplinary programs in the schools, and the need to develop a more multiculturally sensitive curriculum.

In "Urban Ethnic Movements," students studied rural ethnic movements and then went to La Paz, California and observed firsthand how Cesar Chavez's United Farmworker's Union was organized. In "Fieldwork in Health Care," a group of students went to the Valley Orthopedic Clinic in Calexico and Mexicali, where they worked as researchers, observers, volunteers, and translators. In all these classes, participating students received training in ethnographic research and studied literature related to the sociological issues and groups in the region.

The collaboration between curricular reform and extracurricular community involvement has spread to other departments at the college. As part of its commitment to the mission of social responsibility, Pitzer now requires students to take at least one class involving community service, community-based fieldwork, or an internship as part of their general requirements for graduation. In this same spirit, the college also recently decided to give lab credit for those courses that have a service learning component. These successes have made the curriculum more attractive to underrepresented students and to those from multicultural backgrounds.

Promising Practices

Albion College - Albion, Michigan

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Over the years, Albion College has had a deep involvement with the city of Albion, a diverse community of 10,000. College faculty, staff, and students often work with local government and business leaders on efforts to enhance community life. Hundreds of Albion College students are involved every year in service projects with area health care organizations, community action programs, a juvenile treatment center, churches, schools, and the Big Brother/Big Sister program.

Three programs in particular exemplify Albion's commitment to its community. The Sleight Leadership Program offers students a voluntary leadership development program in which participants are challenged to explore the privileges and responsibilities of a college education. The program offers seminars on various topics including "Culture and Leadership" and "Women and Leadership" which emphasize how cultural, ethnic, and gender differences influence leadership styles.

In 1998-99, in conjunction with AAC&U's *Racial Legacies and Learning* project, a seminar titled "Community Research and Planning" is doing an action research project with community leaders and residents which will produce proposals for campus-community collaborations to increase Albion College's participation in confronting racism and other college and community challenges. This project included extensive interviewing with community leaders and interviews with residents on the street during an annual ethnic celebration, the Festival of the Forks. Many of the seminars end with a community service project.

The Sleight Program also sponsors two annual high school leadership conferences. The first is for

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athletic team captains from Albion High School and the second is for female high school juniors with leadership experience from across a tri-state region and offers a parallel program for parents and supporters. These conferences are another avenue of community service, allowing many Albion College students to share their leadership skills in small break-out workshops.

Albion College also offers a Host Family Program that matches interested students with families from the city of Albion for a "home away from home" experience. In many instances, the host family and student come from different racial, cultural, and social backgrounds. The purpose of the program is to give students and families alike the opportunity to cultivate personal relationships that can lead to increased understanding and appreciation of others, not only in the context of intercultural relations but also for the benefit of stronger campus-community ties.

Albion College is also hosting two retreats called "Healing Racism" as part of a county-wide effort to involve community leaders in ending racism. Each of these retreats involves 20-30 people from across the county in two days of intensive dialogue on personal experiences with racism leading to ongoing dialogue groups and community action.

Promising Practices

Pacific University - Forest Grove, Oregon

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At Pacific University, one program in particular has strengthened campus-community relations. Comunidad en Diálogo: Perspectives and Partnerships has brought together Hispanic and Anglo members of the community for meaningful dialogue on a series of topics of common concern in the community. The university facilitated this process and also examined its own contribution to the community. With strong leadership from the president, the project's organizing committee involved faculty, staff, students, and community members including the Executive Director of El Centro Cultural in Cornelius and the manager of the Forest Grove Chamber of Commerce.

The project sponsored three seminars each semester featuring presentations, discussions, cultural presentations, and active audience participation. Topics included "Paths to Washington County: the History of Our Community," "Education for the 21st Century: Needs and Priorities," "Community Economic Opportunities," "Social Concerns: Striving for a Healthier Community," "Celebrating the Arts in Our Community," and "The Future of Our Community." These seminars resulted in increased awareness within the university community about diversity issues and community needs and spurred the development of a working group on diversity. The partnership has led to increased cooperation among community organizations dealing with poverty, ethnic relations, education and health issues, as well as increased access of Hispanics to influence within the community. There is also a greater ease of communication between Hispanics and Anglos in Forest Grove/Cornelius as they have forged a greater sense of shared goals.

Through the stronger campus-community ties created by this project, the university is now in a better position to help constituencies find common ground in order to facilitate lasting change on campus and in the community.

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Campus Diversity Initiative Schools

Albany College of Pharmacy Union University
Albany, NY

Albany Law School
Albany, NY

Albany Medical College of Union University
Albany, NY

Albany State University
Albany, GA

Albion College
Albion, MI

Antioch College Antioch University
Yellow Springs, OH

Antioch University - Seattle
Seattle, WA

Arizona State University
Tempe, AZ

Arizona State University West
Phoenix, AZ

Augsburg College
Minneapolis, MN

Augustana College
Rock Island, IL

Avila College
Kansas City, MO

Bacone College
Muskogee, OK

Baldwin-Wallace College
Berea, OH

Bard College
Annandale-On-Hudson, NY

Barry University
Miami, FL

Bates College
Lewiston, ME

Baylor University
Waco, TX

Bellevue Community College
Bellevue, WA

Beloit College
Beloit, WI

Bemidji State University
Bemidji, MN

Benedictine University
Lisle, IL

Bentley College
Waltham, MA

Bethune-Cookman College
Dayton Beach, FL

Big Bend Community College
Moses Lake, WA

Bismarck State College
Bismarck, ND

Blackfeet Community College
Browning, MT

Bloomfield College
Bloomfield, NJ

Boise State University
Boise, ID

Boston College
Chestnut Hill, MA

Bowie State University
Bowie, MD

Bowling Green State University
Bowling Green, OH

Brandeis University
Waltham, MA

Brookdale Community College
Lincroft, NJ

Brooklyn College of CUNY
Brooklyn, NY

Brown University
Providence, RI

California State University Los Angeles
Los Angeles, CA

California State University Long Beach
Long Beach, CA

California State Polytechnic University - Pomona
Pomona, CA

Carleton College
Northfield, MN

Carlow College
Pittsburgh, PA

Central Washington University
Ellensburg, WA

Centralia College
Centralia, WA

Chapman University
Orange, CA

Chemeketa Community College
Salem, OR

City University of New York - City College
New York, NY

City University of New York - Queens College
Flushing, NY

Clackamas Community College
Oregon City, OR

Coe College
Cedar Rapids, IA

Coker College
Hartsville, SC

Colby-Sawyer College
New London, NH

College of Charleston
Charleston, SC

The College of New Jersey
Trenton, NJ

College of Saint Rose
Albany, NY

The College of Southern Idaho
Twin Falls, ID

The College of Wooster
Wooster, OH

Colorado College
Colorado Springs, CO

Columbia College
Chicago, IL

Community College of Denver
Denver, CO

Community College of Philadelphia
Philadelphia, PA

Cornell College
Mount Vernon, IA

County College of Morris
Randolph, NJ

Denison University
Granville, OH

DePauw University
Greencastle, IN

Dickinson State University
Dickinson, ND

Dillard University
New Orleans, LA

Duke University
Durham, NC

Earlham College
Richmond, IN

Eastern Idaho Technical College
Idaho Falls, ID

Eastern Nazarene College
Quincy, MA

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Eastern New Mexico University
Portales, NM

Eastern New Mexico University-Roswell
Roswell, NM

Edmonds Community College
Lynnwood, WA

Emory University
Atlanta, GA

Essex Community College
Baltimore County, MD

Evergreen State College
Olympia, WA

Fairfield University
Fairfield, CT

Fairleigh Dickinson University
Teaneck, NJ

Fergus Falls Community College
Fergus Falls, MN

Ferris State University
Big Rapids, MI

Florida International University
Miami, FL

Florida Memorial College
Miami, FL

Fort Hays State University
Hays, KS

Georgetown University
Washington, DC

Green River Community College
Auburn, WA

Grinnell College
Grinnell, IA

Hampton University
Hampton, VA

Hartwick College
Oneonta, NY

Harvard University
Cambridge, MA

Haverford College
Haverford, PA

Heritage College
Toppenish, WA

Hiram College
Hiram, OH

Hobart and William Smith Colleges
Geneva, NY

Hope College
Holland, MI

Hudson Valley Community College
Troy, NY

Huston-Tillotson College
Austin, TX

Idaho State University
Pocatello, ID

Illinois Wesleyan University
Bloomington, IL

Indiana State University
Terre Haute, IN

Indiana University - Kokomo
Kokomo, IN

Indiana University - South Bend
South Bend, IN

Indiana University Purdue University Fort Wayne
Fort Wayne, IN

Indiana University Northwest
Gary, IN

Iowa State University
Ames, IA

Johnson C. Smith University
Charlotte, NC

Kalamazoo College
Kalamazoo, MI

Kean University
Union, NJ

Keene State College
Keene, NH

Kellogg Community College
Battle Creek, MI

Kenyon College
Gambier, OH

Knox College
Galesburg, IL

Lake Forest College
Lake Forest, IL

Lane Community College
Eugene, OR

Lawrence Tech University
Southfield, MI

Lawrence University
Appleton, WI

LeMoyne-Owen College
Memphis, TN

Lewis and Clark College
Portland, OR

Lincoln University
Lincoln University, PA

Livingstone College
Salisbury, NC

Lock Haven University
Lock Haven, PA

Los Angeles Southwest College
Los Angeles, CA

Lower Columbia College
Longview, WA

Luther College
Decorah, IA

Macalester College
St. Paul, MN

Maria College of Albany
Albany, NY

Marymount College
Tarrytown, NY

Marymount Manhattan College
New York, NY

Marywood University
Scranton, PA

McGregor School of Antioch University
Yellow Springs, OH

Michigan State University
East Lansing, MI

Miami Dade Community College
Miami, FL

Middlesex Community College
Lowell, MA

Millsaps College
Jackson, MS

Minneapolis Community Technical College
Minneapolis, MN

Mississippi State University
Mississippi State, MS

Monmouth College
Monmouth, IL

Montgomery College Rockville Campus
Rockville, MD

Montgomery College Takoma Park Campus
Takoma Park, MD

Morehead State University
Morehead, KY

Morehouse College
Atlanta, GA

Morgan State University
Baltimore, MD

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Morris College
Sumter, SC

Mount Hood Community College
Gresham, OR

Mount St. Mary's College
Los Angeles, CA

Mount Union College
Alliance, OH

National Hispanic University
San Jose, CA

Nebraska Wesleyan University
Lincoln, NE

New School for Social Research
New York, NY

New York University
New York, NY

Norfolk State University
Norfolk, VA

North Adams State College
North Adams, MA

North Carolina A&T State University
Greensboro, NC

North Carolina State University
Raleigh, NC

North Dakota State University
Fargo, ND

North Idaho College
Coeur D'Alene, ID

North Seattle Community College
Seattle, WA

Northeastern Illinois University
Chicago, IL

Nova Southeastern University
Fort Lauderdale, FL

Oakwood College
Huntsville, AL

Oberlin College
Oberlin, OH

Occidental College
Los Angeles, CA

Ohio State University
Columbus, OH

Ohio Wesleyan University
Delaware, OH

Olivet College
Olivet, MI

Olympic College
Bremerton, WA

Onondaga Community College
Syracuse, NY

Pace University
Pleasantville, NY

Pacific University
Forest Grove, OR

Palm Beach Atlantic College
West Palm Beach, FL

Pasadena City College
Pasadena, CA

Pitzer College
Claremont, CA

Princeton University
Princeton, NJ

Ramapo College of New Jersey
Mahwah, NJ

Rensselaer Polytechnic Institute
Troy, NY

Ripon College
Ripon, WI

Rocky Mountain College
Billings, MT

Rogue Community College
Grants Pass, OR

Rowan University
Glassboro, NJ

Rust College
Holly Springs, MS

Rutgers University
New Brunswick, NJ

The Sage Colleges
Troy, NY

St. Edward's University
Austin, TX

St. Francis College
Loretto, PA

St. Lawrence University
Canton, NY

St. Leo College
St. Leo, FL

St. Louis Community College at Forest Park
St. Louis, MO

St. Michael's College
Colchester, VT

St. Olaf College
Northfield, MN

St. Thomas University
Miami, FL

San Francisco State University
San Francisco, CA

San Juan College
Farmington, NM

Santa Ana College
Santa Ana, CA

Schenectady County Community College
Schenectady, NY

Seattle Central Community College
Seattle, WA

Seattle University
Seattle, WA

Shoreline Community College
Seattle, WA

Siena College
Loudonville, NY

Simmons College
Boston, MA

Skagit Valley College
Mount Vernon, WA

Skidmore College
Saratoga Springs, NY

South Puget Sound Community College
Olympia, WA

Southern Illinois University Edwardsville
Edwardsville, IL

Southwest Texas State University
San Marcos, TX

Spelman College
Atlanta, GA

Spokane Falls Community College
Spokane, WA

Spring Hill College
Mobile, AL

Stillman College
Tuscaloosa, AL

SUNY A&T College at Cobleskill
Cobleskill, NY

SUNY Buffalo
Buffalo, NY

SUNY College at Buffalo
Buffalo, NY

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SUNY Cobleskill
Cobleskill, NY

SUNY College at Cortland
Cortland, NY

SUNY Empire State College
Saratoga Springs, NY

SUNY New Paltz
New Paltz, NY

SUNY Potsdam
Potsdam, NY

SUNY Regents College
Albany, NY

SUNY Stony Brook
Stony Brook, NY

SUNY University at Albany
Albany, NY

Susquehanna University
Selinsgrove, PA

Tacoma Community College
Tacoma, WA

Temple University
Philadelphia, PA

Tennessee State University
Nashville, TN

Texas College
Tyler, TX

Tougaloo College
Tougaloo, MS

Trinity College
Washington, DC

Tulane University
New Orleans, LA

Tuskegee University
Tuskegee, AL

Union College
Schenectady, NY

University of Arizona
Tucson, AZ

University of California Berkeley
Berkeley, CA

University of California Irvine
Irvine, CA

University of California Los Angeles
Los Angeles, CA

University of California San Diego
La Jolla, CA

University of Central Florida
Orlando, FL

University of Chicago
Chicago, IL

University of Detroit-Mercy
Detroit, MI

University of Hawaii at Manoa
Honolulu, HI

University of Houston
Houston, TX

University of Idaho
Moscow, ID

University of Iowa
Iowa City, IA

University of Maine
Orono, ME

University of Maryland
College Park, MD

University of Massachusetts Boston
Boston, MA

University of Massachusetts Lowell
Lowell, MA

University of Memphis
Memphis, TN

University of Miami
Coral Gables, FL

University of Michigan
Ann Arbor, MI

University of Missouri Rolla
Rolla, MO

University of North Carolina Chapel Hill
Chapel Hill, NC

University of North Carolina Greensboro
Greensboro, NC

University of North Dakota
Grand Forks, ND

University of Northern Iowa
Cedar Falls, IA

University of Notre Dame
Notre Dame, IN

University of Redlands
Redlands, CA

University of Scranton
Scranton, PA

University of Texas Arlington
Arlington, TX

University of Washington Branch Campus
Tacoma, WA

University of Washington Seattle
Seattle, WA

University of Wisconsin Colleges
Madison, WI

University of Wisconsin Stevens Point
Stevens Point, WI

Valparaiso University
Valparaiso, IN

Vassar College
Poughkeepsie, NY

Vermilion Community College
Ely, MN

Virginia Commonwealth University
Richmond, VA

Wabash College
Crawfordsville, IN

Wagner College
Staten Island, NY

Washington State University
Pullman, WA

Wayne State University
Detroit, MI

Wesleyan University
Middletown, CT

Westchester Community College
Valhalla, NY

Western Washington University
Bellingham, WA

Whitworth College
Spokane, WA

Wilkes University
Wilkes Barre, PA

William Rainey Harper College
Palatine, IL

Worthington Community College
Worthington, MN

Yakima Valley Community College
Yakima, WA

Yale University
New Haven, CT

Youngstown State University
Youngstown, OH

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